

Balancing the Developmental Aspect on Value Based Character Building through Boarding School System in Indonesia

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Abstract:

Education is a process of actualizing the potential; it means how further education outcomes that provide real benefit to the individual self and the environment from positive potential. The phenomenon of moral degradation in adolescents in Indonesia is like an iceberg that it is visible only on the surface, while inside there is a myriad of facts worse behavior of adolescents. In fact, the behavior is a representation of an imbalance of the developmental aspects of the individual obtained from a less comprehensive education. Basically, these developmental aspects are the potential that given by God to then honed and actualized in the form of positive behavior to the benefit of themselves and their surroundings. Results of this study showed that the boarding school has opportunities to harmonize those aspects of individual developmental aspects through a value-based character education.

Keywords: *developmental aspect, psychology, education, character building, value, boarding school.*

INTRODUCTION

Recently a variety of behaviors indicates a deterioration of morals among teenage students in particular. Some cases of which are rapes against young women carried out by a group of a teenage son, for example, the case of the heinous rape Borborigmus in Bengkulu are against having raped then murdered by 5 young men (BBC, 2016). In Cirebon, a 14-year-old girl (NN) raped in turn by five people that also as students (Tempo, 2016). Also, the case of Eno in Tangerang who raped and then killed sadistic by three youths was one of the junior high school student (Kaskus, 2016). Refer to Republika (2016) throughout 2016 there were 43 *klitih* cases (abusive violence which is conducted by a group of teens to other teen/teens) in Daerah Istimewa Yogyakarta (one of the areas in Indonesia). Last, *klitih* action happened in Bantul, Wednesday (28 December 2016) in the early day which makes the student injured (Riyandi, 2016). As for the most severe is the case killed student of Senior High School Muhammadiyah 1 Yogyakarta (Riyandi, 2016). So there is much similar news which appears in the media, both print and electronic. This Condition is getting confirmed the opinion that there has been a decline in morals (degradation) teenager in Indonesia. According to Unayah and Sabarisman (2015), juvenile delinquency is currently undergoing a shift from the original delinquency 'regular' misbehavior became smeared in terms of the criminal who legally infringe the provisions of criminal law, such as rape, spoliation, robbery, and even murder.

Adolescents are individuals that have an age range of 12-13 years to 19 years. From the age range, adolescence is divided into three periods, namely the period of early adolescence (puberty) i.e. 12/13 years up to 15 years, the period of middle adolescence 15/16 years up to 17 years of age, and the period between the late teens 17/18 years up to 19 years. As a whole from the perspective of education, adolescence is the age at the time of the high school was the school to prepare for a continuation of his education at the college level (Crain, 2014). In the context of education, adolescence put the culprit as a student.

Given the notion of education according to the Poerbakawatja and Harahap (1981) in Shah (2010), education is defined as the deliberate efforts of adults with influence to improve the maturity and capability of the morally responsible of the child against his behavior. In a sense there are two keywords or terms according to Syah (2010), it should be highlighted the 'maturity' and 'morally' responsibility. These two terms are also defined in the national education goals recorded in UUSPN/2003 chapter II article 3 namely the development potential of learners in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable (Shah, 2010). The term 'maturity' is more directed at the other properties namely cautious, adopting his Majesty, accomplished, independent, and others.

Reviewing from the perspective of developmental psychology, the definition and purpose of education is any kind of harmonization of the meaning inherent aspects of the development of the individual. The overall aspects of development which consist of aspects of cognitive, social, emotional, psychomotor, moral, and spiritual are expected to flourish in a balanced way and optimal so that in a real behavior, someone will point out potential plus. This is the task of the educational process in the perspective of developmental psychology, namely the achievement of a balance in the aspect of cognitive, affective (emotional), social, psychomotor, and spiritual so that individuals have the ability to be able to optimize the potential, in order to adapt and adapt (adaptation and adjustment) in the environment (Azra, 2015). This is quite in accordance with the opinion of Ibn Khaldun's perspective about education that education is the transformation of potentiality into topicality (Walidin, 2003). Therefore, the expected ideal results against the education process undertaken against school students either at ground level or intermediate are the appearance of the character and good behavior and prostatic of moral decadence (White et al., 2015).

Actualizing the character into behavior not only refers to the morals or ethics but also includes aspects of intellectual, emotional, physical, social, and spiritual. All aspects of the character are integrated in a system that makes a person became psychologically imbalanced (Yaumi & Husain, 2015) to be able to bring up the positive characters which demonstrate good character, and controlling the negative character of the shows characters that are not good (Abdurrachim, 2016; Dakir et al., 2015). Some research indicates that boarding school has a fairly high effectiveness in building character in students to achieve educational objectives (Arwiya et al., 2016, Thahir, 2016; Yaumi & Husain, 2015). It is included it is Islamic-based schools in various forms of management (Abdurrahman, 2016; Abdurrachim, 2016; Supriyadi et al., 2015). Given the moral degradation of the cases shown by the facts that occurred at this time, it is necessary to review the role of the school as one of the factors that shape and build individual character.

Madrassa Mu'allimaat and Muhammadiyah Mu'allimin are examples of school-based rating (Islam) that attempted to shape the character of the student's system with boarding. The process of education combining learning in class within the dorm, let students build the character that involves all aspects of development. This research seeks to answer whether the process of character education at Madrasa Mu'allimaat and Mu'allimin Muhammadiyah already meet the balance of the overall aspects of the development of the students?

METHOD

Research Approach

This research is qualitative research with a grounded theory approach with the intention of showing the presence of invention based on theory or empirical situation (Foley & Timonen, 2015; Morse, 2015; Charmaz, 2015). Additionally grounded theory is

a qualitative research design of researchers gave rise to a general explanation (theory) about the process, action, or interaction shaped by the views of a large number of participants (Creswell, 2015). Grounded theory is a good design for use when not get theories to explain or understand the process (Creswell, 2015). Before the data retrieval is performed research, researchers conducting the assessment process includes the preparation of literature related to the topic of research, setting up the measuring instrument that will be used at the time of research, as well as take care of permissions (Foley & Timonen, 2015; Gentles et al., 2000).

Participant

The subject of this research is the Madrasa Mu'allimin Muhammadiyah, and the madrasa Mu'allimaat Muhammadiyah. Source data obtained from the informant, that the teachers who work in both the schools.

Data Collection

The data collected using the methods Focused Group Discussion (FGD), interviews, documents and studies. The activities carried out within the data collection starts from determining the research subject in this school, gain access and build relationships, gather data, record information, solve problems, and store data. Researchers modify his opinion of Creswell (2015) of data collection which consists of determining the place/individual, gain access and build relationships, purposeful sampling, collecting data, recording of information, and solve the issues of the field.

Data Analysis

Cresswell (2015) describes the standard format of data analysis in GT is (1) coding of open (open coding); (2) rational coding (axial coding); (3) the coding criterion (selective coding); and (4) conditional matrix (matrix conditionals). The previous coding will affect the next coding so will further conclusion can be said to be a kind of theory or model that shows the distinctiveness of the subject of research.

RESULTS

Madrasa Mu'allimaat and Muhammadiyah Mu'allimin founded since driven from the need for clerical cadre that can realize the goal of the Muhammadiyah movement as *amar ma'ruf nahi munkar*. The purpose of the Muhammadiyah is to enforce and uphold Islam so embodied the real Islamic community. Therefore education programs in both the school are inseparable from the goal of Muhammadiyah.

Curriculum applied in Madrasah Mu'allimin and Mu'allimaat Muhammadiyah is a blend of the curriculum of the Ministry of education and culture, the Ministry of religion, and a typical Madrasah curriculum Mu'allimaat Muhammadiyah of Yogyakarta. A typical Madrasah curriculum Mu'allimaat of Muhammadiyah in Yogyakarta is Kemuhammadiyahan, the science of Teaching, Leadership, entrepreneurship, Science and the Qur'an, *tahfidzul Falak*.

The process of learning is applied either to the classroom/school or in the dorm. In class, students get the learning as the other schools, which started from 7.00 PM until 3 pm WIB. Next, up after *Ashar* prayer, students are required to follow good extracurricular activities that are mandatory as well as options. Extracurricular activities include the *Hizbul Wathon* (Scouting Muhammadiyah), scientific papers, the Olympic Team of SCIENCES (mathematics, physics, chemistry, biology), IPS Olympic team (Economics and Accounting), the *Palang Merah Remaja* (PMR), the *Tapak Suci*, gymnastics, badminton, *Qosidah*, Choir, Organ, Ensemble, the art of Reading the Qur'an (*Qari'ah*), Theater, Cooking, Sewing, and Journalism.

In dorms, students are required to follow the activity after the *Maghrib* prayer and after praying with the learning material *qiraatul Quran*, *tahsin Quran*, *tahfidzul Quran*,

muhadatsah/conversation, *khot*, *imla*, *qutub qiraatul*, *mufrodat/muhadharah* and vocabulary/speech. There is a wide range of activities carried out in the school and at boarding school to support the teaching and learning process which include the matriculation: read the Quran, Arabic and English clubs, study groups, scientific papers, practice teaching, examination success program, field trip (field studies), and the Competence Test of Kemuhammadiyah.

To support the creation of the character as a *cadre* of Muhammadiyah, there are conditioning activities conducted in schools such as the activities of the prayer for the start and end of the lessons, *tadarus* morning activities, pray *Duha*, 10 minutes to care for the environment, two days without plastic, i.e. on Mondays and Thursdays, apply 5S i.e. smiles (*Senyum*), greetings (*Salam*), say hi (*Sapa*), courteous (*Sopan*), and polite (*Santun*), applying the 7K i.e. Security (*Keamanan*), orderliness (*Ketertiban*), cleanliness (*Kebersihan*), warmth (*Kehangatan*), beauty (*Keindahan*), lush (*Kerindangan*), and health (*Kesehatan*). Routine activities carried out in order to form a character at the dorm, among other prayers in congregation, *tahajud* prayers, pray *Duha*, fasting on Mondays and Thursdays, *tadarus* joint, *kultum*, problem solving, and independent learning. It also increases the potential for leadership in the framework of an effort of *cadre* is done coaching programs such as: *FORTASI*, *Baitul Arqam Dasar*, *Baitul Arqam Madya*, *Baitul Arqam Purna*, the *Kader* special construction, *Taruna Melati*, Training for candidates IPM (Muhammadiyah Students Association), Upgrading IPM, Job training, and TOT *Kader*.

In addition, there are activities performed by students to communities in fielded form of devotion as an effort of developing social capital (Kartono, 2016; Lenroy et al., 2000). These activities include *Muballigh Hijrah*, local *Da'wah* Team, charity program, and TPA. There is also a program known as *Mujannibah* where student Grade 10 who has a good leadership is tasked to assist the management of the dormitories.

To demonstrate and develop your ability as a teacher, one of the requirements for graduation from 6th grade overall was students must have been taught in class 1 or 2 on a certain span of time. So the students are also provided with the science teacher training and teaching the basics. In improving the ability of *da'wah*, grade 4 is assigned to teach in TPA around the dormitory (Suronatan, Notoprajan, Kauman). *Mubalighat Hijrah* is an activity that is mandatory by grade 5 for 26 days in places that become a partner school. In the realization conducted in groups led by companion teachers. Charity program was conducted in the area around and assisted IPM and Muallimat in a structured program. The program is managed by the students (girls). The role of alumni in building networks between forces is vital. They assist in the placement of students for *mubalighat hijrah* and devotion in the Community (social service, TPA). In addition, alumni are also given the opportunity to assist in the management of madrasah as *musrifah*.

In an attempt to improve discipline, the school also implemented the reward and punishment. Its implementation is to give reward points for every accomplishment and penalties points for violations committed. Students who earn a total breach with as much as 200 points will then be issued. Reward collected will be.

DISCUSSION

According to Urie Bronfenbrenner's theory of Ecology in Santrock (2004), the development of the individual being formed through the aspect of cognitive, social, emotional, psychomotor, moral, and spiritual is formed through systems consist of individuals ranging from microsystem, mesosystem, exosystem, and macrosystem. Microsystem is the smallest and closest context or enclosing the individuals in it contains the relationships between individuals with nearby agents such as parents, siblings, friends, a school teacher, boss, etc. Mesosystem is the system or following context microsystem which gives influence to the development of individuals in the form

of the relationships between agencies or between agents with individuals, such as family, Office, *karang taruna*, Ward, the teen board of mosque, and others. The ecosystem is the structure and the conditions that affect the individual and his microsystems such as education, local government, parliament, local economy, job opportunities, and others. And the macro system is the furthest that influence environmental systems to all the smaller system: Central Government, culture, international, and others.

In the following education at Madrasa Mu'allimaat and Mu'allimin Muhammadiyah, students or students are expected to live in the dorm (he lived). Thus, in the microsystem, each student Mu'allimin, and Mu'allimaat interact with classmates, roommates/ school/teacher on the same board, and *musrifah* (escort/Builder). In the context of this micro system students will communicate, doing conditioning, learning through observation, see an example or role model of teacher/teachers' dormitory/*musrifah*, performing the internalization of the values, and then producing the behavior. When the behavior is manifested is in compliance with the rules is expected, then the student will get a reward or positive points, and if the behavior that is presented is unexpected behavior, then the student will get negative points or punishment. Feedback positive or negative will further strengthen the values and good habits are instilled in students. When the values and customs that both internalized and then automatically appear in the behavior then the formation of character performed by schools, can be said to be successful (Dakir et al., 2015; Fauzi, 2015). Aspects of the development of individuals who thrive in this course the microsystem consists of aspects of cognitive, social, emotional, psychomotor, moral, and spiritual. In cognitive aspects, students get a minimal development consist of increasing the knowledge and understanding of the subject matter. The combination of the curriculum of the Ministry of education and culture, the Ministry of religion, and a typical Madrasah curriculum Mu'allimaat Muhammadiyah Yogyakarta, allows students to develop knowledge and understanding of the subject matter of either public or religious connotations, so insight students include insights on life or the life of the world hereafter. In addition, the cognitive aspects will be developed when students go through solving problems independently without relying on other people especially parents. In this process consciously or not, emotional aspect would also be honed. Through a series of problem solving is done independently, students will experience the dynamics of the development aspects of emotion, because unwilling or not, like it or not like it, students will face the accompanying affective experiences.

Aspects of emotion will be developed through the interaction of students with people who are in the vicinity, namely friends and teachers. Social interaction will bring up the dynamics that allows developing social and emotional aspects of synergistically. There is a positive relationship between the maturity of emotion with the social skills of a person. This is in line with the research of Umbara et al. (2012) that examines a group of students who are active in the freedom of Association, which produced the conclusion that emotional maturity and self-acceptance collectively have a significant relationship with strong social skills. Although the results of this study cannot be generalized, but hypothetically, could be made of the information that can be received. Social aspects will also be expanded, given the social experience gained is also supported by learning through observation and modeling the figure against to be followed or admired. Sometimes, peers, teachers, or *musrifah* will also give appreciation or social sanctions against students with behavior that is presented.

Furthermore, the moral aspect will certainly evolve significantly because, in the classroom/school and dormitory, students get planting value. Through annotations, modeling, and conditioning, students will develop its moral aspects are meaningful, since the methods used do not just socializing (by passing on messages/information) but also of enculturation. According to Hynie, Lalonde, & Lee (2006) in Lestari (2012)

individuals internalize and identifying the values and norms of social groups through the process of socialization and enculturation. Socialization is the process of teaching the values and norms of intentionally, while the enculturation is the process of absorption of norm and value indirectly through exposure and observation. Let alone supported with conditioning involving psychomotor aspect, then planting the given value will be more powerful and inherent in the behavior. When it is manifested in behavior as expected, then the teacher or *musrifah* will give you a positive appreciation of the positive points (reward), otherwise, if it does not appear in the behavior, then the students do not get positive points. But if that appear is a violation, then students will get negative points or punishment. Both of these points, of course, be the amplifier (reinforcement) for the growth expected behavior and unexpected behavior of weakness. The situation and condition are also very supportive of the development of the spiritual aspects. Though at first, it seemed as if students 'forced' in 'or' conditioning as coined by B.F. Skinner, Behavioristic with the increasing understanding of the growing religion (Islam), then an awareness of philosophical meaning behind that conditioning is done, will be growing. Teachers and *musrifah* will always remind the essence of worship are behavior that is done because in Islamic teachings, in addition to human relationships will be emphasized (*hablum minannaas*), also emphasized the relationship with God God Almighty (*hablum minallah*). In the process of solving problems according to Gestaltian, there are four (4) learning, namely (1) the trial Period: pre-solution & error; (2) insightful learning: get answers to problem resolution by getting insight; i.e. when the transposition principle has been studied to a problem-solving situation, (3) then the principle is applied to the solution of other problems; and (4) meaningful learning i.e. meaningfulness elements in the learning material is used to solve a problem (Hergenhahn & Olson, 1997). Four of these processes could also constitute a learning process that shows the order from simple to complex or profound nature. So, when individuals understand the meaning of a material, then individuals will increasingly understand the relationships between the factors/variables or would understand the problems faced. When a student will understand the argumentation of a prohibited behavior is done, then it is likely to avoid such behavior will be even greater. Similarly, when a student get an understanding that the most profound arguments against a rule, then it is likely to bring up the appropriate rules of behavior that will be even greater.

In the context of the next, in the mesosystem students will meet and interact with other people's families and extra-curricular groups. When students must complete tasks related to society, then the students had the opportunity related to the Office, groups or other communities. Activities performed, for example, fielded students to communities in the form of devotion as an effort of developing social capital (Kartono, 2016; Lenroy et al., 2000). These activities include *Muballigh Hijrah*, local *Da'wah* Team, charity program, and TPA. There is also a program known as the *Mujannibah* class where students who meet the criteria in the leadership would be assigned to assist in the management of the dormitories. This enables students to develop cognitive, social aspects, and psychomotor. Groups or communities either directly or indirectly will also affect students in developing those aspects of its development. As expressed by Hynie et al (2006) in Lestari (2012) individuals internalize and identifying the values and norms of social groups through the process of socialization and enculturation. Both of these processes occur in the major cultural institutions and groups facing individuals, such as family, school, peer group, the mass media, and groups of organizations. In the process of socialization, there is a method that produces the feeling of touch sensitivity toward something, behavior modification that produces action, the observation that generates impersonation, touching cognitive information processing, which produces sociocultural which generates the conformity, and internships that result in the participation of social interactions (Berns, 2004 in Lestari, 2012). This happens in Mu'allimaat and Mu'allimin that students either directly or indirectly get planting value

derived through a process of socialization and enculturation. Special aspects of psychomotor allow evolved because in this system the students had the opportunity to follow the many extracurricular activities utilizing physical potential.

In the context of the ecosystem, students are in the school system influenced the policy of the Ministry of education and culture, the Ministry of religion, and the Organization of Muhammadiyah. Among the policy is issued the national exams, curriculum, accreditation, recognition and school settings such as time off, the issue of uniforms, and others. These policies will also indirectly influence though not too dominant. For example, by identifying the school as a private school, not necessarily students feel proud of his school is primarily in recognition of the community against the school is not a country where less. If some factors (family or teachers) give low support, then the students will develop a sense of confidence with its presence in private schools.

The last is students being in the context of the macro system is the furthest that influence environmental systems to all the smaller system: Central Government, culture, international, and others. Students who live in dormitories and schools of Madrasah Muallimin and Mu'allimaat Muhammadiyah are mostly from the outside area of Yogyakarta. Therefore, it important to consider the efforts of adaptation and adaptability of these students to live in a different environment in terms of habits and culture. Social experience in different environments will give the color or pattern of the personality of the student. The student who comes from a tribe or culture outside of Yogyakarta will learn to adjust to the cultural society which tends to be simple, it has a high sense of family, love working together, full of tolerance, polite, and friendly. Values, attitudes, and behavior of society can become an example of (model) which will then be seen, note, and will appear again if needed that then could be the behavior. In this process, the evaluation also could happen then would be the feedback for students to then will still behave it or avoid it. As revealed by Norman in his theory of Psychology Information that information feedback will be information for the individual to continue degrading the expected behavior or not (Hergenhahn & Olson, 1997). This process is then unconsciously will stick and later became a character in students.

CONCLUSION

Through the explanation above it can be concluded that there is an attempt at creating a balance of individual developmental aspects (students) in the educational process that is run at the Madrasa Muallimin and Mu'allimaat Muhammadiyah. All aspects of the development comprising social, emotional, cognitive, psychomotor, moral, and spiritual honed are hard-wired in the forms of learning activities both in the classroom and dormitory. Cognitive aspects of students develop well at least the existence of value added knowledge and understanding about a particular subject that is obtained through a curriculum that is run. The subjects given include general subjects and religion. From religious subjects obtained not only an increase in cognitive aspects but also the improvement of the moral aspect. Impersonal subjects and Hindu religious texts will co-exist and develop moral aspects so that values are understood not only the Islamic values but also the values that are universal.

Aspects of the emotion evolved through self-reliance that traveled well solve the problem of students in cognitive or psychological and daily interactions with others. Aspects of emotion are inseparable with the social aspect. The more someone honed in its social, skills his emotions would be the more mature, and vice versa. Further aspects of psychomotor, the school also developed because there are also sports and extracurricular activities involving physical skills. Students are required to follow one of the many extra activities offered.

Moral and spiritual aspects are two aspects of concern to developing at Madrasa Mu'allimaat and the Muallimin Muhammadiyah. This is due to the vision and mission

of the school is second in addition to producing graduates who have the correct science and *akhlakul karimah* also scored a cadre of scholars who can realize the goal of the Muhammadiyah movement as *amar ma'ruf nahi munkar*. With the vision and mission, then certainly the development aspect of the moral and spiritual aspects have certainly become the main agenda in the educational process.

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